

LEA Improvement Plan Revisions- A Recommended Approach

The following approach to revision of a district improvement plan is systematic, data-driven, and research-based. The district is not required to use the Utah State Office of Education (USOE) approach or template for revising the district improvement plan; however, all the necessary components required by NCLB are included in this approach and template. If the district chooses to use its own template, refer to the check list to ensure all required components are included. Include a signature page indicating the involvement of a wide representation of district stakeholders.

Make sure the plan addresses:

- Uses scientifically-based research [1116 (c) (7)(A)(i) 20; USC §6316(c)(7)(A)(i); 34 CFR §200.52(a)(3)(i)]
- Identifies actions that have the greatest likelihood of improving student achievement [1116 (c) (7)(A)(ii); 20 USC §6316(c)(7)(A)(ii); 34 CFR §200.52(a)(3)(ii)]
- Allocates the 10% requirement for professional development [1116 (c) (7)(A)(iii); 20 USC §6316(c)(7)(A)(iii); 34 CFR §200.52(a)(3)(iii)(A); 34 CFR §200.52(a)(3)(iii)(B)]
- States specific measurable achievement goals and targets for each of the groups of students identified in disaggregated data [1116 (c) (7)(A)(iv); 20 USC §6316(c)(7)(A)(iv); 34 CFR §200.52(a)(3)(iv)(A); 34 CFR §200.52(a)(3)(iv)(B)]
- Addresses the fundamental teaching and learning needs of the schools of the district (LEA) and the specific academic problems of low achieving students including a determination of why the district's prior plan failed to bring about increased student achievement [1116 (c) (7)(A)(v); 20 USC §6316(c)(7)(A)(v); 34 CFR §200.52(a)(3)(v)(A); 34 CFR §200.52(a)(3)(v)(B)]
- Incorporates activities before school, after school, during the summer, and during an extension of the school year [1116 (c) (7)(A)(vi); 20 USC §6316(c)(7)(A)(vi); 34 CFR §200.52(a)(3)(vi)]
- Specifies the responsibilities of the Utah State Office of Education and the district under the plan including specifying the technical assistance to be provided by USOE [1116 (c) (7)(A)(vii); 20 USC §6316(c)(7)(A)(vii); 34 CFR §200.52(a)(3)(vii)]
- Includes strategies to promote effective parent involvement strategies to promote effective parent involvement [1116 (c) (7)(A)(viii); 20 USC §6316(c)(7)(A)(viii); 34 CFR §200.52(a)(3)(viii); Utah State Statute §53A-1a-106]

Part A: General information and the LEA Improvement Plan Revision Committee

The committee must include LEA administrators, parents, school staff, and others as appropriate. These are minimum requirements. Be sure to include enough members in the committee to represent all interested parties. All members must sign the plan.

Part B: Conduct a Needs Assessment

In addition to AYP data analysis, the LEA may use other assessment data, survey results, demographic information, and evaluations of existing programs. Do not rely on CRT data alone to determine the possible causes of district improvement needs. Look for root causes that may be limiting certain groups of students.

While considering possible areas in need of improvement, review district practices and budget allocations in the areas that have been affirmed through scientifically based research to impact on student achievement in varying degrees.

Attach documents that support the assessment of district needs.

Part C: Choose goals and activities

Step 1: After completing the needs assessment, the committee should identify concerns in areas that hinder student achievement. These concerns should lead to the setting of goals that are specific, measurable, attainable, realistic and time-based (SMART). These goals must be targeted towards specific improvements in the content areas and for the sub-groups in which the district was identified.

Write the LEA goals in statements that describe desired results or changes expected by a specific point in time. Remember, this is a two-year plan. Give the district time to complete its goals.

Step 2: For each goal, determine activities or strategies that are most likely to help the district meet its improvement goals. In selecting activities, the committee should consider:

- The direct relationship between the activities, the goals, and the desired outcomes.
- The scientifically based research supporting the effectiveness of chosen activities.
- The likelihood that chosen activities will be effective in the district for its demographics and needs.
- Professional development needed to support the activities and goals.

When describing each activity, describe the research base, the intended impact, the required professional revision, the persons responsible, and the evaluation process. Consider the district's budget.

Use the following form to guide the LEA improvement planning.

District Improvement Actions and Goals Form (Complete one for each goal.)

<p>District Improvement Goal: <i>Goals must be directly related to the reasons your district did not make adequate yearly progress and directly tied to the Utah State Core Curriculum. Goals must be specific measurable achievement targets for each of the groups of students identified in disaggregated data.</i> [1116 (c) (7)(A)(iv)§; 20 USC §6316(c)(7)(A)(iv); 34 CFR §200.52(a)(3)(iv)(A); 34 CFR §200.52(a)(3)(iv)(B)]</p> <p>LEA Improvement Goal # _____</p>	
<p>Activity—<i>Identify activities that have the greatest likelihood of improving student achievement.</i>[1116 (c) (7)(A)(ii); 20 USC §6316(c)(7)(A)(ii); 34 CFR §200.52(a)(3)(ii)]</p>	
<p>Scientifically Based Research Support [1116 (c) (7)(A)(i) 20; USC §6316(c)(7)(A)(i); 34 CFR §200.52(a)(3)(i)]</p>	
<p>Professional Development to Support Actions—<i>Allocate the 10% requirement for professional development</i> [1116 (c) (7)(A)(iii); 20 USC §6316(c)(7)(A)(iii); 34 CFR §200.52(a)(3)(iii)(A); 34 CFR §200.52(a)(3)(iii)(B)]</p>	
<p>Teaching and Learning Needs—<i>Address the fundamental teaching and learning needs of the schools of the district (LEA) and the specific academic problems of low achieving students including a determination of why the district's prior plan failed to bring about increased student achievement</i> [1116 (c) (7)(A)(v); 20 USC §6316(c)(7)(A)(v); 34 CFR §200.52(a)(3)(v)(A); 34 CFR §200.52(a)(3)(v)(B)]</p>	
<p>Out of School Activities—<i>Incorporates activities before school, after school, during the summer, and during an extension of the school year</i> [1116 (c) (7)(A)(vi); 20 USC §6316(c)(7)(A)(vi); 34 CFR §200.52(a)(3)(vi)]</p>	
<p>USOE Responsibilities—<i>Specifies the responsibilities of the Utah State Office of Education and the district under the plan including specifying the technical assistance to be provided by USOE</i> [1116 (c) (7)(A)(vii); 20 USC §6316(c)(7)(A)(vii); 34 CFR §200.52(a)(3)(vii)]</p>	
<p>Parent Involvement—<i>Includes strategies to promote effective parent involvement strategies to promote effective parent involvement</i> [1116 (c) (7)(A)(viii); 20 USC §6316(c)(7)(A)(viii); 34 CFR §200.52(a)(3)(viii); Utah State Statute §53A-1a-106]</p>	

Part D: Design LEA Professional Development in More Detail

Professional development is a required part of each district improvement plan. At least 10% of the district's Title I budget must be spent on professional development. This professional development must be aligned with the district's chosen goals. The professional development must be based on scientific research and proven to have an impact on student achievement. Professional development should be offered to paraprofessionals as well as professionals to ensure consistency in knowledge and practice among all instructional staff.

Part E: Include Parents in the District Plan.

Parents are an integral part of the success of every child. Title I requires each district to include parents in the education of their children in multiple ways.

Inform parents of the district's improvement status. This communication must be clear, include consequences of the designation such as choice and supplemental services, and be in a language and format easily accessible to parents. Attach copies of these communications to your plan.

Part F: Re-examine the District Title I Budget.

The district's improvement budget must reflect a commitment to the activities the district is adopting to improve student achievement. The budget must target the specific reasons the district did not make adequate yearly progress. Funds must be used to supplement, not supplant the regular district program. An amount equal to 10% of the district-wide Title IA allocation must be spent on professional revision. Review the district's NCLB budget and revise it if necessary. Attach the district improvement budget request using the Utah State Office of Education, Application for Financial Assistance available online at <http://www.usoe.k12.ut.us/nclb/documents/xls/NCLBbudgtemp.xls>.

Part G: Write an Abstract

When the district improvement plan is completed, write an abstract of the plan that includes the elements listed below. Keep the following in mind while writing:

- Abstracts are an overview of the improvement plan.
- Abstracts present key elements clearly and concisely.
- Abstracts do not include data graphs or tables, nor references.
- Abstracts should be clear and easy to read with enough detail to help the reader understand the focus of the plan.
- Sentences should flow logically.
- The abstract should be written with correct English-language grammar and spelling.
- Limit the abstract to three paragraphs or one page.

Elements:

- Describe the context of the district.

- Explain the areas in which the district did not make adequate yearly progress in the current year, resulting in the designation as a district in need of improvement.
- Summarize the goals and activities proposed in this plan to make improvements in the areas in which the district was identified.

Submit your Plan to the Utah State Office of Education

The Utah State Office of Education must approve the plan with the LEA's request for Title I funding. The superintendent and plan revision committee members must sign before submission. All plans, including those that do not use the template, must include a cover page with assurances and signatures.

The plan must be presented to the local district board. The board does not need to approve the plan. This presentation will provide public information about a district's improvement status and can be used to elicit the district's school board support for improvement efforts.

Plans should be sent electronically to:

Mary-Ann Simon and Ann G. White, Title I District Improvement

Email: mary-ann.simon@schools.utah.gov

Utah State Office of Education

Attention: Mary-Ann Simon and Ann G. White, Title I School & District Improvement

250 E. 500 S.

P.O. Box 144200

Salt Lake City, UT 84114-4200

In accordance with state and federal law, plans are due by November 15, 2007.

Technical Assistance:

Technical assistance is available from the USOE through the Title I department. Contact any of the following specialists for help at any stage of the district plan revision process.

Mary-Ann Simon, Ed.D. Mary-Ann.Simon@schools.utah.gov

District Improvement Team

Ann Gourley White Ann.White@schools.utah.gov

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